

LANGUAGE FOCUS AREA: RECOUNTING

☐ 1st Phase

School:	Student:	Date:
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STAGE OF SCHOOLING:	ES1 <input type="checkbox"/>	S1 <input type="checkbox"/>	S2 <input type="checkbox"/>	S3 <input type="checkbox"/>
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- ☐ Begins to join in songs, rhymes, chants. 1.1
- ☐ Recognises gesture, facial expression and tone of voice to reinforce the spoken message. 1.2
- ☐ Recognises some content words related to a recount or narrative. 1.3
- ☐ Uses key words related to recounts and narratives. 1.3
- ☐ Pronounces common words and phrases from activities comprehensibly. 1.3
- ☐ Exhibits listening behaviour, e.g. looks at speaker. 1.4
- ☐ Mimics others' language without necessarily understanding meaning. 1.4
- ☐ Adds information with prompting or questioning. 2.1
- ☐ Repeats or re-pronounces words after recognising non-comprehension by the listener. 2.2
- ☐ Combines known formulae, learned structures and other vocabulary to construct new utterances related to a recount or narrative text. 2.3
- ☐ Seeks clarification of classroom language in L1 from same language peers. 2.4
- ☐ Relates recounts and narratives to own experiences 3.1
- ☐ Uses gestures or voice in an attempt to support or amplify meaning
- ☐ Describes a series of events or actions using simple English and non-verbal language. 3.1
- ☐ Follows simple recounts of shared activities (e.g. recount of class excursion). 3.1
- ☐ Shows understanding and enjoyment by anticipating events in a recount or narrative 3.1
- ☐ Shows understanding about elements of a recount or narrative by asking questions. 3.3
- ☐ Comprehends basic markers of sequence (first, next, then) and adverbial phrases of place and time 3.3
- ☐ Over-generalises grammatical rules, e.g. past tenses and plurals. 3.3
- ☐ Shows understanding about characters and their influence on events, through comments 4.1
- ☐ Orders events from a recount or narrative in a logical sequence 4.1
- ☐ Recounts news or a series of events in a time sequence, giving details involving who, what, where and when. 4.1
- ☐ Gives some relevant details (describes events, characters, objects and places) in recounts and narratives. 4.2
- ☐ Uses subject, object and possessive pronouns with some consistency. 4.3
- ☐ Uses language acquired from new sources or experiences, e.g. excursions, performances, English-speaking peers. 4.4
- ☐ Gives relevant detail when recounting. 5.1
- ☐ Elaborates on elements of recounts or narratives, e.g. character, setting. 5.1
- ☐ Plans and presents own recount or narrative based on modelled oral text 5.2
- ☐ Relies on key content words or discourse markers to follow an extended text ("In the end...") 5.3
- ☐ Predicts outcomes of events in recounts and narratives. 5.4
- ☐ Can organise and present ideas on personal or shared experiences into a short talk for an audience. 6.1
- ☐ Shows understanding of the need to provide background information when re-telling a story or recounting an experience. 6.2
- ☐ Recognises the theme and message of a recount or narrative, e.g. moral or lesson 6.2
- ☐ Makes variable use of common abstract nouns. 6.3
- ☐ Re-tells recounts or narratives using appropriate structure. 6.4